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ABSTRACT

This volume contains the texts of the papers and discussions presented at a conference on community-based development. The following materials are included: "Opening Remarks" (John Zippert); "Guest Speaker Remarks" (Colman McCarthy); "Community-Based Development" (Blandina Cardenas Ramirez); "Community-Based Colleges" (panel discussions moderated by Dana Russell and Mattie Cook); "Adult Literacy" (panel discussions moderated by Alice Paris and Azi Ellowitch); "Economic Development" (panel discussions moderated by Gardenia White and John Zippert); "Building Self-Reliant Communities" (plenary session moderated by C. P. Zachariadis); "Fundraising Strategies and Planning" (workshops led by Kathleen Kolhoff); "Racial Scripting and Stereotyping" (workshop led by A. Jack Guillebeaux); "Worker Ownership" (workshop led by Fred Broadwell and Wes Hare); "The Experiences of Program Participants" (workshop moderated by Michael Fox); "Leadership Training" (workshop led by Irma Castro); "Colleges: Financial Stabilization" (workshop led by Andrew Jones and Carlos Plazas); and "Information Systems: Management and Applications" (workshop led by Sheryl Harris and Ellen Tichenor). Notes on a final discussion on economic development; credits for exhibits, audiovisual presentations, and entertainment; and a series of conclusions are also included. (MN)

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CBE Report

A Publication of the Association for Community Based Education

Volume IV o Number 21 o D . 15, 1985

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SPECIAL CONFERENCE EDITION

INTRODUCTION

This is a Special Conference Issue from ACBE's Tenth Annual Conference, "Community Based Development: Building Self-Reliant Communities," which was held October 23-26, 1985 at the Howard Inn, Washington, DC. Over 130 people participated in this conference.

CONTENTS

Opening Session and Guest Speaker.....2
Keynote Address.....7
    Community Based Development
Panels.....13
    Community Based Colleges
    Adult Literacy
    Economic Development
Plenary Session.....28
    Building Self-Reliant Communities
Workshops.....35
    Fundraising Strategies and Planning
    Racial Scripting and Stereotyping
    Worker Ownership
    The Experiences of Program Participants
    Leadership Training
    Colleges: Financial Stabilization
    Information Systems: Management and Applications
    Economic Development
Exhibits and Audio Visual Presentations.....45
Entertainment.....45
Conclusion.....46

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

OPENING SESSION

John Zippert, Chairman of the Board of Directors, welcomed everyone to ACBE's 10th Annual Conference, and gave a historical overview of the development of the organization.

Today, ACBE is a national coalition of sixty organizations that provide educational and other services to over 150,000 learners in communities all across the country. Most of the people ACBE works with are the individuals that traditional educational institutions and organizations do not serve well. ACBE members bring to them some quality services that they otherwise wouldn't receive and provide them with the kind of education, training and learning experiences for which they can improve and strengthen not only their own lives but the communities where they live and work.

Since ACBE started, more than $4.5 million dollars has been raised for individual groups. Half of those funds were distributed directly through scholarships, minigrants and through various programs to the membership for the direct benefit of people. In addition, through membership dues, ACBE owns an office in Washington, DC.

In the last year, ACBE has also acquired $1,700,000 worth of assets in California, primarily consisting of a farm, farm equipment, buildings and some industrial land. This property was given to the organization by one of the groups that helped establish ACBE, the Central Coast Counties Development Corporation (CCCDC), which is now out of existence.

John concluded by saying that "The real heart and soul of ACBE are the people who are in it." Those people are working and relating and struggling everyday to make relevant changes in society and to make society a better place for themselves and their communities. This is what ACBE is also trying to do.

Mr. Nickens, a staff member in the office of D.C. Mayor Marion Barry, then conveyed the Mayor's support of education in DC and throughout the country and described the District's student exchange program which brings children from different countries to Washington, DC. Mayor Barry supports programs that promote the betterment of the people: children; adults; professionals; persons in the military. Mr. Nickens then read a proclamation by the Mayor declaring October 20-26, 1985 as "Community Based Education Week" in Washington, DC.

Cece McVaughn, of the staff of the D.C. City Council Chairman, Dave Clarke, welcomed everyone to Washington and read a resolution, signed by Clarke and all thirteen Council members, recognizing community based educational istitutions as providing quality alternative education and conveyed the Council's support of such institutions and proclaiming the week of October 20 - 26, 1985 "Community Based Education Week."

Remarks by Guest Speaker: Colman McCarthy, Columnist, The Washington Post

"I am delighted to be among so many friends, old and new, and people who are out in the country and community, who share in your ideas and ideals and I have a good sense that most of you here are on fire with your dreams and your goals to ease some of the suffering in the world through the schools. I've been all over the country visiting you and coming to really hold you high. So high, that I went into the schools myself, here in our city, and taught the students about ways of solving problems through other means than hitting somebody or nuking them. I'm now an adjunct professor at American University and this year I have a class on pacifism and 230 are in the class. So, there's something happening out there. The press are saying that these are the apathetic IBM kids that are just going to go out and make money. As usual, the press is wrong.

I want to share a few thoughts with you about somebody who was in the schools himself and with you and writing about what your hopes and what your problems are.

I was reminded about what was going on in this country by an old friend who called to tell me about a tragic accident in his home. My friend's six year old son woke up early one morning and went down in the living room and began playig with a cigarette lighter. The end of his pajama sleeve caught fire. The child was severly injured and taken to a burn victims' hospital in Boston. I was asked if I could do an article on the incident. So, I went to the hospital and to the ward where all the burned children were, approximately forty, and most of them were there because their sleepwear had caught fire or their clothing had caught fire. Folks often think that journalist become hardened after some of the cruelty and some of the absurdity and the suffering that we see in the world. But for me this was the hardest scene I had every witnessed as a writer. And I said how shocked I was to the father and he said... that, 'if you really want to be shocked, I'll show you another sight, more horrendous than this.' So he took me outside and led me across the street to a large clothing shop. We went to the children's sleepwear section. I didn't know what was going on until the father pulled out a pair of pajamas and told me to take a look at them. 'These are the same company that my son was wearing and they're still selling them. That's the horror and that's the outrage.'

What he said has always stayed with me. The truth. Not that we have great outrages or great abuses but that we become adjusted to those outrages and abuses. In this country, I think that's our national problem right now. That we have become adjusted. There are so many deceptions and so many corporations who are victimizing us in a war economy and most of us just go along and don't become angry. I was reading a play from Elliot the other night and there was a line where he describes the ones who refuse to adjust in a world of fugitives, the ones who are running the opposite way are seen as the crazy ones. And all of you, I'm sure, sense that because you refuse, I think in your own work,...to adjust to the cheapness and the deceptions going on and how we are victimizing our children through school systems that don't educate...And so I think that all of us have to examine where we shedded our ideas and sold out and see in our hearts and consciousness exactly where we ought to refuse to adjust. It doesn't have to be in

the great things. As far as our government goes, we have a government now that is war obsessed. Remember, Reagan said he proposes to rearm this country, and that's going on.

Even the small events, one of the things I do in my home is the family shopping. I noticed a few things while shopping for ice cream. I became very confused with the way they're selling ice cream, looking at the half gallons and noticing that they all weighed differently and the prices varied. So I began weighing the ice cream on the checkout scales and I learned quite a lot. I learned from the Food and Drug Administration that the manufacturers are allowed to pump air into ice cream, about 50% of it. Then I started to weigh other things. And the conclusion was that if they are doing these tricks in front of us, just imagine what's going on when we don't have our eyes on them. So I suggest that if you don't really have any place to begin to refuse to adjust, go in the aisles and begin with the ice cream or begin small as they say and then you can work up from there and start with the MX missles and nukes. That defines the problem. We can all easily define what's going on in the country. We know what's happening. We know we all feel cheapened and victimized. We see most of it. Our children are in the schools also suffering from it.

How do you solve the problem? Well, I think there are three essentials as far as I've been able to judge from interviewing some of the great heroes over the years. And these are: Prayer; Service; and Exorcism, the driving out of evil.

I know it sounds a little odd for a journalist to be discussing prayer but Reagan has brought a Falwell out there discussing it. So I think all of us ought to get into it a little bit. The prayer that I believe in is not the kind that Falwell, Robertson, Reagan and Grahm and other huskers of religiosity are preaching. I like the Quaker prayer, the one of quiet. When we put ourselves in a state of silence and ask God what he wants of us. Most of us believe that prayer is us asking what we want of God, but it's really the opposite. Prayer's always a sense of risk and that's what we don't hear from those on the air waves now. Prayer has come to be the way we ensure a sense of false security. That's more religiosity than religion. If prayer doesn't involve risk, it isn't anything really.

I think that all of us whether we are believers or not, have to study about those who have gone before us and have been serious about prayer. It's really very crucial. Many of us have this sense of prayer as being something that's very wishy washy and we shouldn't really worry about it and it's either been cheapen or something that's not really crucial. I think that in our schools, the argument ought not to be whether we have prayer in schools but whether we have religion there. I'm always amazed at when I go into the schools and ask about some of the great saints. They don't even know who Saint Francis is. Oh, he was that fella with the flowers. No. He was strong and angry and he was in the army. He saw how absurd it was and he deserted the army at age 20. And even adults aren't aware of this. So if we went in the schools and offered religion as a subject, not to get them to be Christian or Moslem or Buddist but to show them the history of religion and know the sacrifices that were there before us and to honor them.

On the second essential is one of Service and we don't hear that expressed often in the schools. Often we ask children 'What do you want to be when you grow up?' And all of us were asked that and the question always jars me. That isn't what we ought to be asking our young, we ought to ask them 'How do you want to serve society when you're set to?' It gets sense of service in their hearts at an early age. Get them to go aid the elderly up the block. One of the local high schools takes their juniors and seniors to help out at one of the soup kitchens in the area. And they cut vegetables and things and watch the homeless and the outcasts and they ask them what's happening to them and they learn fast what's happening. They learn more there than they ever will studying abstractly about it...

violent. We live in a country that's absorbed with violence. You go into the hospitals and women are being subjected to Ceasareans. The Ceasarean Section rate is now 1 out of 5. In 1960 it was 1 out of 20. It's convenient for the physicians. You get them in at 7 am and out at 8 am. The profit is higher. It's violence. It begins early on, in the grade schools and we see the junk food. It is a form of nutritional violence if you want to stretch it. The water isn't clean, the air is foul. We live in a country obsessed with getting the kids to join the army.

School Without Walls is where I taught and then I went to AU where I have over 200 students. And they are eager for it. And we study all the classic authors and theorists and the ones who are out there practicing it and the kids haven't heard of many of them. And of course not. In the schools we educate them all about generals, all about the wars, endless wars, endless violence and seldom even a syllable about those who have solved problems without violence. They've used other arms of force: the force of justice; the force of truth; and the force of sharing our wealth. Those are the forces that are strongest...

these kinds of subjects. We're the ones who have to get angry. Reagan is not the problem. I think we are all the problem who don't have the zeal to go into the schools. Spread it around. You have to sacrifice. That's the only way of solving the problem of violence in the world. Organize with the teachers. I think that if we do this, we'll all feel happy about our own sense of service.

Of course it's very confusing when you hear about solving problems without shooting somebody. We are dealing with two failures. Violence is a failure and so is nonviolence. We know that Ghandi was assasinated and we know that King was shot. Jesus was hung by the Romans. However, the risks are reduced when you solve problems without violence. Violence can't go on. It's all over the world. There are 41 wars going on out there. Since WWII over 20 million have been killed in Wars. The rich aren't out there fighting. It's the outcasts who are out there. So I urge you to think about a few of these things: a sense of prayer; a sense of service; a sense of driving out the evil and replace it with other ways of solving problems. We worry about being successful and I know you are all trying to free yourselves from that. There's an old Irish saying: 'Don't be successful, be faithful...If you worry about being faithful, that's enough."

Conclusion of the Opening Session: Introductions and Testimonials

ACBE is...

Jane Sapp - Highlander Center

"ACBE is the kind of institution that not only says we ought to be about educating people in terms of certain kinds of fields but we really ought to be about educating the total person."

Irma Castro - Chicano Federation of San Diego County

"In ACBE I always feel like I'm home. We are indeed a family and like any family we quarrel, we sing together, we stay away from each other, we come together, we play and we get serious."

Mattie Cook - Malcolm-King College

"One of the things I value greatly with ACBE is the sense of community and the strengthening of my own leadership ability. Because in no other group or meetings that I attend do I get quite the same crossection of people, races, of different parts of the country, that I get at ACBE. That has taught me to be very respectful of other people's ideas and the things that they are doing. We are setting a whole new trend of doing things in a different way with community based education."

Carolina Pena Rodriguez - Formerly with the Barrio Education Project

"Recognizing that Sue Maes is a founding mother of ACBE it should be recognized that women have played a great role in ACBE and in 'social leadership, equality and justice: and must continue to do so by starting in the home with your family.'"

Cynthia Lawrence Wallace - Western Institute for Social Research (WISR)

"Through ACBE you realize that 'you're not alone.' You find that you are not the 'only fish swimming in the wrong direction.'"

Syd Mayberry - Center for Health Services

"ACBE provides nourishment."

Carmen Hunter, Adult Literacy Consultant

"People at ACBE listen to each other."

Jack Guillebeaux - Federation of Community Controlled Child Care Ctrs.

"ACBE has cast my perception of what I do in a higher level."

Carol Zippert - West Alabama Community College

"ACBE won't let you give up."

KEYNOTE

Community Based Developmen

Keynote Address: Blandina Cardenas Ramirez, Commissioner, U.S. Commission on Civil Rights

"When you love someone you don't say no to them. I think I feel this way about this group because so many of you have been with it for so very long...

It was two years ago that I flew into Washington, DC to speak to ACBE and I went from this meeting to a news conference at which we announced we would file suit in federal court against the President of the United States because he had exceeded his powers in removing from office (the U.S. Civil Rights Commission) Mary Francis Berry and myself and Rabbi Larry Saltzman. It was a scary thing to do, particularly when you grow up the way I did--believing in the President of the United States and the system. I am a person who is press shy, not that I'm modest. Its just in the early years of the Civil Rights Movement I saw so many people I love just got gobbled up, good people and thrown out. So I made up my mind from those years that I was going to avoid publicity at all costs. So here I was going to a press conference to tell the world that I was going to sue the President. And I think that if I hadn't come to ACBE first and felt the love and the support that I would have felt different. But by the time I left here I said all the right things. So in a very personal way you are very important to me and you are important to me in a greater way--beyond myself, because of the work that you do, because it is that kind of work that has been the focus of my life...

I was asked to bring you all up-to-date on what I see has happened in that context of that fight [winning the battle to remain on the U.S. Commission on Civil Rights] and to talk about what it means to us--to the work that we do and the agenda that we have.

Sitting on President Reagan's 'Commission on Civil Wrongs' has been a teeth rattling experience. It has been threatening--frustrating. But I think in a very important way it has caused me to try to have a clearer sense of what we must do. With regard to civil rights today, we are at a point in which two very critical policy questions will be resolved within a very short period of time: the far right, and to the extent that they are represented in this administration and the Commission on Civil Rights. The far right has carried out a strategy and they have done it through this Commission.

Remember the Commission is actually nothing more than a public relations committee. It is a $13 million, 250 person organization that was designed by the federal government of the United States to be the consciousness of the nation. To inform the nation and bring to light, the need, indeed the imperative for moving forward in the area of civil rights and group relations. And now that agency, even though it is supposed to

be effectual and fact finding that agency is now in the hands of a group of people who have very different views. So they now have that instrument, a $13 million instrument at their disposal to push their views, and they have succeeded.

I suppose that there would be some who would say Mary Berry and I won the battle, but we lost the war. I say, whoever said the war was over? But the fact of the matter is, for now, that instrument of public information, that instrument of influence, that instrument of consciousness raising is being used to perpetuate, to promote a philosophy, a view of civil rights that is very different from that which I believe was intended by those who made civil rights policy. I am certain it is different from those who fought for civil rights. And I think that fundamentally and ultimately, the final evaluation question [it is] a philosophy that is contrary to the interest of the people of the U.S. as a whole. That philosophy is pushing three principles. One, that discrimination really doesn't exist anymore, that discrimination really didn't exist to the extent that everybody thought...and even if it existed and even though we know that occassionally somebody discriminates against somebody--it is not the cause of the inequities.

The second principle is that all of these laws, policies and programs are at the cause of two problems--decline in standards, and a decline in productivity. Everything that is wrong with America has to do with these policies and programs and these policies and these programs discriminate against the people who deserve to benefit from the greatness of this nation. They discriminate against white males. And thats the message. No matter how you slice it. And I don't think I have over stated it. I realize I am in the thick of it, and I see things a little more strongly. But I that is the message.

The final message is that those people who fight for greater equity in our society and for those people who have staked themselves out to do something about this--minority leadership in all its forms is a self serving, ineffective industry that ought to be discredited among the people that it serves. And that it is out of tune with the people that it purports to serve. Look back over the past 2 years and tell me if that thread is not there. And that no matter how you slice it, and no matter how liberal or conservative you are, I believe that that is fundamentally contrary to the interests of this nation as a whole.

Because the fact of the matter is, the problems which gave rise to the Civil Rights Movement and the civil rights programs while they may have changed in character and form in some places--and I believe that they have, that there has been change and that we make a mistake if we don't recognize that change and work from it. That there has been improvement. We have had success. We must recognize it and build upon it. The fundamental truth, that those problems (i.e. the fact that we remain in many ways separate nations) still remain very much with us and that it is not going to go away simply by talking. It is not going to go away by pretending that it doesn't exist. You can't patriotize it away--you have to work at it--steadily and incrementally and in a very human way...

It is true that there are many more open doors in our society today. But the fact of the matter is that they tend to be open to people who are of a different race or ethnicity, but who are empowered. That when you consider race and ethnicity with social economic status, that those doors remain closed. And regardless of the reason and the constitutional basis for doing it, we have got to be about the business of creating one America. And you can't do it if you say the problem does not exist, or the problem is over rated and the people who are doing something about it are damaging the country and are only serving themselves. And that's the tragedy of what's been happening.

The tragedy of civil rights law in the past 2 years is not solely that Affirmative Action has been attacked. The fact of the matter is that Affirmative Action has not been the "end all" solution that faces us. Some of us have benefited from Affirmative Action, but it hasn't been the "end all" solution. It is one small piece of a strategy, one tool in a war to bring us together.

That Affirmative Action has been under attack is not the tragedy, the fact that busing has been under attack is not the tragedy. The tragedy is that there has been a consistent attempt to discredit what has been put in place without one single thought of trying to formulate an alternative. Everything is taken away and nothing is offered. Not one single constructive proposal dealing with problems you and I know so well; problems that are forcing themselves upon this nation at record speed; there's not one single positive affirmative proposal for dealing with that...

I started very, very young hitting my head against that brick wall and some of you in this room started before I did, softened it up a little. But the fact of the matter is a lot of the things that we've done, and have tried, haven't worked. And I am not so married to them that I would not be open to some new approaches --a new way of looking at things. I did not go into this because of me; it was something bigger than me. So if the time has come for me and for you and for all of us to step down and let somebody else show the way--all right. But the fact of the matter is that no one in power seems to give a damn, much less show direction for dealing with the problems that we face. And I think it is legitimate and about time that those of us who are being beat upon stand up and say 'show me--if not this, what?'

We are simply to be happy with a continued escalation of the problems of a lack of opportunity for development of human beings in our society? We now face an awesome problem in our country in terms of the child population. Twenty-four percent of our children are living in poverty. Can we accept that? And overwhelmingly those children, and overwhelmingly the child population of the U.S. is made up of children of Black and Brown and Native American parents and children living in single female headed households. These are our vulnerable children. And they are a large portion of our children--of the next generation. And yet we do nothing. We accept twenty-four percent and we do nothing.

There has been one disappointment that stands out above all others in the last 2 years. That is, that so much leadership that should have spoken out hasn't. So many who know better have remained silent. I'm

not afraid of the racists. I'm afraid of apathetic people who should know better. Look at our national leadership. The silence is deafening...Mary Berry is my friend, my sister...I am consoled by the fact that we have been there for each other, she doesn't stop fighting back...You cannot imagine the physical and emotional strain that both of us, and in a very particular way she has been under. The next time you see her put your arms around her and tell her you appreciate her.

We have been the lone voices so many times and its not just that white males who know better have let us down, but that minority males, who know better, have been silent. Our minority elected officials have been silent--'nows not the time.' I say, when? And I say to you the degree to which you represent some sort of consciousness in your district and communities, and I think some of you carry with you some sort of spiritual strength and are very valuable in your communities...I ask you to put the pressure on the nice white liberal male elected officials and on the flamboyant, energetic minority elected officials, who are on their way to Washington or to the State House. There has been too much silence. And everytime there is silence, they get stronger, and we get weaker.

There are two policy decisions that face us in the very near future that you need to be aware of and that you need to act on. One of those is the passage of the Civil Rights Restoration Act. We need to get this Act passed. The effect of the Act is to bring things back to the way they were before the Grove City Decision. Grove City was designed to keep institutions free of having to be accountable for anti-discrimination standards other than in those areas receiving federal assistance. You need to be active and supportive of the efforts to pass this act. You can work through the NAACP Legal Defense Fund...You can work through the Leadership Council for Civil Rights, through your own representatives and you need to speak out on the Civil Rights Restoration Act.

The second, the Cabinet, will forward to the President three alternatives for action by the President for an Executive Order on Affirmative Action. I read in the newspaper yesterday that all of the proposals going to the President are not as far reaching as Mr. Meese would have them be--that means they are a little bit better than what we had expected. One of the proposals is that he [President] do nothing. This term the Supreme Court of the U.S. will consider Affirmative Action again. Contrary to what I used to believe, the Supreme Court of the U.S. does not sit in a vacuum. It reads the newspapers and is atuned to what is going on in the nation and is suspectible to the preception of the climate of the nation...If the President of the U.S. receives the policies on Affirmative Action and goes with the most stringent, that is the most destructive policy position and once again we remain silent, the Supreme Court is going to get an impression that the country is really with the far right on Affirmative Action.

So you need to make your voices heard...If it were just Affirmative Action that was the issue, that would be a loss, but the fact of the matter is, the way Edwin Meese's Justice Department will frame the Affirmative Action question before the Supreme Court will be two-fold--1) He will say that programs and policies designed to remedy historical

discrimination discriminate against white males. He will say that any kind of consideration for the ethnicity and the race of a person and historical discrimination visited upon that person or that group is discriminatory against white males. And that will be doctrine, if the Supreme Court lays that [and they are going to take some cues from what the President says]. That will be the doctrine that will eventually govern everything. We are at a crossroads of policymaking in this nation. We are at a crossroads in which decisions will have an impact, not for ten years, not for twenty years but for 50 years. So what happens next week is critical.

The other policy position that Edwin Meese will advance, is that only the individual who is himself or herself clearly definable as the victim of discrimination should benefit from the remedies. Well you and I know that discrimination does not work that way...We know that discrimination is an affliction visited upon a group of people which has its affect over time. If discrimination weren't so ugly and powerful we wouldn't be so against it they way we are! But the reason that it is so important, is that it is an affliction, it is something which ultimately destroys the spirit of those upon which it is visited. And then indeed they become accessories to the crime that is visited upon them...When discrimination seeps into you slowly and attacks yourself, that's when it is the most dangerous. And yet we stand at a crossroads in which the Supreme Court of this U.S. may indeed decide we had enough of these group remedies and we will henceforth deal only with the remedy that is directly attached to the individual who is identified in the discriminatory act...And let me say that if we don't progress on the Civil Rights Restoration Act, and if the President chooses the worst alternative on Affirmative Action, and once having chosen that alternative there is a conspiracy of silence to his action; then the Supreme Court is very likely to support Mr. Meese.

The point of all of this is that we really are at a history making period in this country in this battle. We are at a crossroads. It isn't the Civil Rights Commission, it isn't Blandina Cardenas Ramirez, it isn't even Clarence Pendleton. It isn't us, its these policy questions...Whatever moral capital you have in your communities, particularly, those minority and liberal officials you helped elect, you must take message and make them understand that the silence must end.

Given all of that, I want to tell you the second set of learnings that this teeth rattling experience has visited upon me. Most of us, you and I, grew up, came of age, professionally and ideologically, during the War on Poverty, in a period of policy making and governmental activism, unparralled in the history of the U.S., a period of a proactive government, that I suspect, probably dimmed the government of Franklin Delano Roosevelt. Looking from a policy perspective, we are products of the War on Poverty period.

We are products of the Civil Rights policymaking period. And having come of age in a political, programmatic and ideological sense during that period, I think we took alot of things for granted We assumed we assumed our country was far more progressive than it is. Although it can be that progressive. Because we understood group affects, and we could see the barriers so clearly we failed to keep in touch with the

individual. Am I a 'Born Again Republican?' No! But I think we need to achieve that balance, to learn from that. We are now at a period in our history as a nation in which governmental activism, particularly in the human development, human nurturing area, will take a back seat to private sector activism. The private sector is assuming leadership, in which government is seeking to nurture that private sector activism. And we need to recognize the opportunities that the private sector activism offers for our agenda, as well as recognize the opportunities which our successes present for that agenda...

All areas of the country are involved in a highly competative race for economic development. It started out with that race being a part of the Sunbelt. Now we recognize that everyone is getting into that game. The large cities of this country are involved in a race to keep their economy strong, to keep and bring production. I am a part of a Board in Pittsburgh, which is working to get businesses involved with schools. We see that awakening of interest across the nation...

What becomes important is for you to become entrepreneurial. I know that most of you are struggling, but we need to be entreprenurial within the context of what's going on across this nation. We have never had an awareness of literacy problems to the extent that we have now. I don't propose to you that we can win that battle and play in that battle by talking about Civil Rights. And I guess that's the lesson. We know its a Civil Rights issue, we know that is a human relations issue, a human development issue; but we're going to get attention for it, and moving it forward by selling it, and by being creative and innovative and really examining what we think about it, and how you make it happen within the context of what is going on in the economy of the U.S. today. You have a few tools you can use, particularly in your own cities. If you look across the nation the one place where we have had success is the election of minority leadership in our cities. Look at most of the major cities in the U.S. Pick the top 50 and if there isn't a minority mayor, you have a woman mayor. So we made that gain and now we have to make it work for us. Equity was not about getting people elected, it was about making something happen for people who needed it...

The other thing we have going for us, is that if you look at those same cities and those same structures, and look at the superintendants of those cities, you will see that where we don't hold the elected officials in cities, and where we don't have superintendents, we have the influence of numbers. Somebody has to make it happen. Dallas is now a 75% minority school district. Houston is now a 75% minority school district. What does this mean?

Try to hang on by looking at where we have come, and by looking at how things have changed, and understanding how we must change what we try to do for people. Getting a better picture of what this country is all about...Ultimately the greatest gift that I can give to a Hispanic woman, who is a person most closely reflected of me, is to tell her 'I'll help you, but ultimately, opportunity cannot be given, no one can give someone an opportunity. An opportunity must be taken. Before it can be taken, it must be visible.' In order to be taken, ultimately, there must be that movement of the individual to take it and do something with it. And that's the ultimate. And how we work back from

here and whether we have the opportunity to work back or the staying power is going to depend on people like us, and I think the most important message, the most important learning that I have been through on the Civil Rights Commission is that we can't expect things will always be the way we want them to be, and we have to work ourselves and the people we work with to work within the context as it actually exists.

I am not an expert in community based education. I haven't been given the privilege of working at that level. But I know you have the answers or can find new answers, new directions. If you have come to the conclusion that what you have been doing all along is exactly the right way to do it, then maybe the answer is to re-package it. But I ask you to go through that process of examination and I ask you to build on the gains that we have made. We don't have to be victims anymore we can indeed set our own agenda and help the people we work with to do more of that. Thank you all very much.

PANELS

Community Based Colleges

Moderator: Dana Russell, Navajo Community College
Panelists: Anne Hablas, Mountain Women's Exchange
Andrew Jones, Sojourner-Douglass College
Faith Smith, NAES College
Ellen Tichenor, Community Women's Education Project
Carol Zippert, West Alabama Community College

Anne Hablas

Anne began her presentation by giving a brief history of how Mountain Women's Exchange (MWE) began and the communities it serves. MWE is located in Jellico, Tennessee, in the Appalachian Mountains, bordering Kentucky. The area has chronic unemployjment (over 50%) and poverty.

Over the past twenty years, she explained, community groups have spawned in the area to address many community development needs, including bringing into the area a community water supply and health clinics. These community centers have also been places for advocacy efforts to be born and issues discussed.

Through all of these community development efforts, MWE was born, as an effort to pull together the activities and, "strengthen the endeavors of these groups by strengthening the women who were a part of them.

Specifically, MWE directly addresses the issues of unemployment and started a program in the building trades to train women in construction.

From this experience, MWE learned that women could build houses but new little of managing their business--or were making beautiful crafts but lacked marketing skills. Therefore, she said, in responding to this need, MWE instituted a college program, "Rural Communities Educational Cooperative (RCEC)."

In addition to these classes there is and effort to have the students undertake ownership and operation of the college. The members of RCEC are the students themselves and have chosen a board of seven of their members.

Some problems the college faces, include finding appropriate teachers, addressing the varied career goals of students, and maintaing students'commitment to the cooperative principle when their personal lives are already extremely demanding.

Anne concluded by stating, "Our vision is that through the program women will complete their college goals...achieve their own personal goals and then become involved in community development programs and participate in community development ventures."

Andrew Jones

Sojourner-Douglass College (SDC) is thirteen years old, developed with community people, and church people coming together to develop a school that would become an educational, economic, political and social institution.

SDC opened with 100 students and affiliated with Antioch University. Today SDC has over 500 students enrolled and is a fully accredited independent institution.

The population SDC primarily serves, is female, head of household, average age of 32. The curriculum is basically traditional, "but is couched in relevant, cultural, historical foundations..." aimed at psychological bondage of traditional programs and thinking."

Andrew attributed SDC's success in part to: 1) realizing SDC's limitations and 2) realizing there are things that SDC does better than anyone else.

He also provided examples of some of their programs including Applied Social Sciences Program, Cable Administration Technology and Computer Science.

Andrew further described a data entry program in which SDC has received a system from the Sperry Corporation. The system is allowing SDC to train community residents in data entry services and will eventually allow SDC to contract out its services for income.

A particular problem Andrew discussed that SDC faces is maintaining creativity and flexibility while at the same time working in the larger world.

He closed by saying that the commitment of SDC is the realization that students bring into the college great experiences,and these experiences are encouraged and nurtured.

Faith Smith

Native American Educational Services (NAES College) was established in Chicago, but it is not just an urban model, NAES also operates on two reservation sites, Fort Peck and Northern Cheyenne Reservations in Montana. The college, then, is spread over 1,000 miles and serves a varied population--different tribes and therefore different cultures and different languages and different communities, with different goals. Yet, NAES has one educational model that has been adopted to meet the needs in these communities.

NAES College began in 1974 to provide relevant education to Indians with the "original notion that you could not only take higher education into the community but you could extend it into different communities."

One of the reasons NAES College was established, she said, was, that for the most part, traditional higher educational institutions did not provide relevant and useful education to Indians and, "the traditional degree for many did not enable them to go home or to contribute in the way they had hoped."

The key concern Faith expressed in starting NAES were three: 1) How students are recognized--for what they bring into a classroom--their experiences, cultural background, native language and community orientation; 2) What goes on in the classroom in terms of teaching and learning; and 3) What one does with the education experience--how it can help one work in an Indian community.

Since its inception, NAES College has had a lot of successes. The retention rate at NAES College is approximately 80%, which, Faith pointed out is unheard of in Indian higher education; especially when one considers a traditional setting is a 99% drop out rate of Indians. But the most important success of NAES, she emphsized, is that its students remain in their communities to live and work.

Some problems she shared with the group from NAES include the issue of credability from without and from within their communities. However, last year NAES College received its accreditation, which took six years and a lot of work. But this has, added to its credability.

An important lesson NAES College has learned over the years, Faith concluded, is that, "We never stop evaluating what we do. People from the outside will evaluate our kind of program much harder than a convential institution."

Ellen Tichenor

Some of the impetus for the establishment of the Community Women's Education Project (CWEP) in Philadelphia come from the Women's Movement, and with the "realization that there are many aspects missing from the Women's Movement like disempowered people who also are poor...Our

interest in education came from our interest in lasting change."

CWEP developed through a series of town meetings and door-to-door surveying. The result, Ellen said, was that the women in their community identified "wanting to have a college education" as their priority. CWEP then affiliated with Community College of Philadelphia because: 1) their faculty was strong; 2) tuition was low; and 3) CWEP was able to get cooperation and linkage to accreditation through the affiliation.

The issues addressed by CWEP, she explained, are problems with regard to the lack of fundamental skills, and the feminization of poverty. These issues are addressed, "not only by our structure but by the content of our curriculum," she said.

Today, the primary role CWEP plays in the community is through its Neighborhood Technology Project (NTP), which began five years ago. CWEP made this shift in direction, she explained because computers are the most powerful kind of communication happening today and that the people with the power today already have the knowledge.

NTP includes computer literacy training to systems analysis and offers an AA Degree in Computer Science. The curriculum, has other features such as courses in the analysis of women in computers and offer an internship service with other community agencies.

The program has been very successful, including several graduates now having their Masters Degrees and teach in the NTP. Many other students have found jobs in local agencies.

Ellen sees CWEP as a bridge in the community for people to use to then continue on to other institutions of higher education.

Some problems Ellen shared with regard to CWEP is it is the only community based organization she is aware of using computers so extensively in the educational process, which leaves CWEP often in isolation. Further, CWEP remains affiliated with the Community College and as a result some control over the curriculum is relinquished to Community College. Further, she said, "integrating liberal arts skills into the technical areas is always a challenge."

Ellen concluded by challenging the group to consider improving and enhancing networks beyond attending an annual conference or receiving a newsletter. She suggested Community Based Colleges and other community educational institutions begin exchanging faculty and curriculum and begin, "seeing ourselves not in the margin but within our own context as an agenda for making change. Using our commitment of putting learning to use in the community...and letting the fruits of their [students] knowledge spread out through the community."

Carol Zippert

West Alabama Community College (WACC) emerged from Miles College-Eutaw, an extension of the parent institution, Miles College in Birmingham. The extension was closed three years ago for economic and probably political

reasons. But the college did not die in Eutaw, rather, Carol explained, "the college was so much a part of the community...the college stayed open...we continued and got another legal entity--West Alabama Community College." Admittedly, that when the extension was closed by Miles the college lost all of its resources. "But because the College was in the people, WACC stayed alive without any money," Carol said. People volunteered their time and WACC offers GED training for college preparation and support groups for single mothers without hopes of attending college. WACC, she said, also is tied into all aspects of the community, working with the public schools the health center and local newspaper.

Carol, informed the group of the voter registration fraud cases that have been going on in Perry and Greene Counties. Community people have been recently put on trial for their voter registrations efforts. Carol discussed how these trials have been an assault on Black people in the area and a backlash as a result of the new poltical power Blacks have obtained in gaining poltical offices in the "Black Belt of Alabama." Although for the most part, she said, those that were on trial have been acquitted, the emotional and economic costs of defending the defendants has been tremendous. They have been able to raise a lot of money for the defendants, but it is frustrating because this money should be going to the college, the health center, etc., but it cannot because it has to be going to their defense.

Given this kind of harassment, Carol continued, when we tell people they ought to register to vote, they look at us like we are crazy." The fear has spread into every aspect of life in the area, "talk about a communtiy college [WACC]--what is all the effort for--so I get trained, so I get a job, I still have these chains [of oppression]."

Despite the sadness of the situation that Carol shared with the group, she then went on to discuss the Cultural Arts Program, offering perhaps a sign still of hope and struggle in the community. Every year, she said, WACC sponsors a Folk Roots Festival that, "is a consolidating force, keeps us together and on target." The program's goal is to recognize and celebrate the local culture and to build upon it. She said, "it allows people to express it [the culture] and it is a strength for organizing and a strength for developing self concepts. A tool for raising aspirations."

Community Based Colleges

Moderator: Mattie Cook, Malcolm-King College
Panelists: Alison Bernstein, The Ford Foundation
E. Alden Dunham, Carnegie Corporation of New York
Richard Johnson, Exxon Education Foundation
Mary O'Malley, The Prudential Foundation

E. Alden Dunham

Alden Dunham started by identifying priorities for CBEIs: corrdinating efforts; having innovative curricula; keeping costs low; and knowing who your constituencies are and what they need. He said, "The community based education movement and institutions represented in ACBE have been important and a necessary provider of service but also has been important in education." He added that the fight for social justice, equity and civil rights is an unfinished agenda but the context within which that fight occurs is changing.

There has been a movement from government activism into the private sector. There is an emphasis on self-reliance. The ends have stayed the same but the means are different. In order to overcome and deal with these changes support has to be gained from the general public. This can be done by presenting facts which detail what is happening within organizations and to the constituents of that organization. Partnerships with the private sector can become a means of attracting support.

The private sector, Alden explained, will be supportive if their needs are addressed. It is in their interest to support Community Based Colleges that help train minorities, when one considers that minorities will be a major part of the nation's workforce in the near future. The ideals of social justice should be maintained, he urged, but, think of ways to, "keep the same tune and change the lyrics."

The key to the empowerment of everyone in this society for the future is going to be education. Thus minority communities need to be mobilized and organized for a realistic future.

Alison Bernstein

Alison Bernstein opened by labeling herself as a "critical lover of community based colleges." She warned that newness doesn't count anymore and that old arguments don't work when it comes to obtaining funding. The old way of describing community based colleges as: accesible, affordable, and relevant, is no longer useful by itself. Community based colleges need to be: accountable--they need to know more about their students; responsible--understanding what college level learning entails; articulate--often there is a sponsoring institution of the college, however the credits are used from the sponsor but usually none of the other resources the sponsoring institution has.

Alison mentioned that, for example, one area the community based Colleges are lacking in is with regard to the Science and Technology field. She said she understood that this is because of the expense involved in having science and technology programs. However, she suggests a solution of finding a meaningful institution to work with in order to provide students with this much needed program.

Alison commented that community based colleges are struggling with credibility from within as well as from outside the organization. Cooperation with traditional institutions is what she suggests to overcome this and meet student needs.

She concluded by stating, "you must take the route of critical examination...not only of your strengths, of which there are many...but look at the issues which remain educational areas of improvement...find ways to strengthen your presentation to the rest of the world and also with the students you serve..."

Richard Johnson

"It's amazing that we're all still here." That is how Richard Johnson opened his section of the panel. "But where is here?" Movements come and go but the organizations formed preserve the movement. He remarked that community based organizations need to be aware of how similar they are becoming to traditional institutions. Adapting is taking place and this might cause the community element to disappear. To what extent can community based colleges function in this environment without losing their roots? The college is in the people, built on the community with the community as the rock.

He suggested that community based colleges need to undergo some "repackaging" measures. "Battles are fought on many fronts and often one marches under different banners." Different means may have to be sought to achieve the same objectives. He warned, though not to lose track of those who you led and where you are going.

Mary O'Malley

Mary O'Malley started by stating that she was going to present the corporate view. On a corporate level the question arises "Why support ACBE?" The answer is that is continues to strive for individual empowerment and to encourage community development. However, today's trends show a new federalism that is shrinking the public sphere and promotion policies which cut student aid to minority students. The emphasis for corporations is on profitability.

She concluded that there will be a growing underclass and there will be gaps in basic skills education and technical education in the future. Community Based Colleges must maintain a visible presence in Washington, DC by, for example, lobbying for Affirmative Action, and they must access their constituency, maintain credibility, and create accountability.

Adult Literacy

Moderator: Alice Paris, Federation of Southern Cooperatives
Panelists: Eduardo Baez Cruz, Nicaraguan Ministry of Education
Carman Hunter, World Education
Carolina Pena Rodgriguez, Colegio de la Tierra

Eduardo Baez Cruz

Issue: The National Literary Crusade--A Landmark Example of Community Based Education

Eduardo Baez Cruz spoke of the attributes of this example of local, community implemented, state initiated educational development project. He reviewed, rather succinctly, the program's goals, results, problems, and modifications.

The six month campaign, involving the entire Nicaraguan society, managed to reduce illiteracy from 50% (1979) to 12.6% (1980). The program initiated local, continuing education projects in the nation's countryside. These projects, and their success, led to the development of the Basic Popular Education Program in 1981.

The Basic Program, vowing to eliminate illiteracy to 0%, developed into the Permanent Literacy Program, a nationally developed, locally organized volunteer based "popular education" program. The non-institutional format succeeded in brining in an average of 35,000 students (per semester) from 1981-1984. The program today is hurting and has been hit hard by the war, denying access to the affected clientele.

Childhood education is ignored too often. Continuing education is overly emphasized on adults and older workers. Further inter-level curriculum coordination is required. Lack of local coordination has resulted in increases in illiteracy since 1980. Access to education has been made more difficult by the war. What is needed is a greater level by level coordination in both state and local program planning/implementation; encouragement of the development of a higher degree of local organization, planning, and implementation, and a de-emphasis on centralized curriculum development; and more responsibility, overall, delegated to the local community.

Carman Hunter

Issue: Involving the "Educationally Deficient" in Literacy Development, Planning and Programming.

Carman Hunter spoke of the problems that literacy empowerment faces because of societal stereotyping, targeting, classification, as well as poor access to communication. She analyzed the situation and made some very good suggestions as to how this issue can be resolved. She stated that, the problem "illiterates" fall into is the same problem that minorities fall in general--they have been excluded from full participation in society. This can be resolved by:

1. Surveying their needs and developing programs to "suit their needs in their context."

2. Allowing them to develop their own paced academic agendas, receptive to their schedules and capabilities.

3. Educators must solicit their students before-hand, and have the responsibility to make the potential students aware of both their services and their formats in advance of any study.

Literacy service providers have the responsibility, and are obliged by the nature of their service, to inform potential students of the various educational alternatives to traditional education.

The practical purposes of literacy competence must be highlighted and promoted zestfully. "We must remove any and all barriers to excellence; our children are at risk." We must recruit amongst our greatest allies, those already dissatisfied with traditional schools, and convince them of the value of literacy."

Jane McGovern

Issue: The "Learner-Centered" Approach to Community Based Education.

Jane McGovern discussed the present problems that the standard classification system has regarded as the promotion of literacy, as well as how this classification has stunted the development of "community links." The terminology promotes negative images and connotations. Use of less handicapping more empowering terminology will help raise self-image and likewise, will raise community consciousness. Use positive references that infer the achievement, the devotion, and the hard work. Ask the students what they are comfortable with, in other words involve them in the educational process.

Involve the students in curriculum development, and ask them how they feel their accomplishments can help them and their communities. Promote pride and leadership in the classroom and the community. In addition award achievement and delegate responsibility, instill commitment to self and community in the student by showing/describing the potential results of community empowerment.

Carolina Pena Rodriguez

Issue: Promoting Self-Esteem Among the Illiterate.

Carolina Rodriguez discussed the philosophical issues attached to literacy, and how positive references must be established to foster student image. She suggested that practitioners 1)talk with the student and identify their needs, develop programs to suit them--involve them in the process, de-emphasize the process, and emphasize the goal of the student--understand their 'motives' not the instructor's. "Learners are like flowers. Teachers can cultivate them, and nurture them."

"Be concerned and focus on their feelings. Support their dreams and desires. Foster good student-CBO relationships. "If you feel good and are illiterate, you'll find a way to become literate!"

Adult Literacy

Moderator: Azi Ellowitch, Urban Studies and Community Services Ctr.
Panelists: Jean Hammink, B. Dalton Bookseller
Christy Bulkeley, Gannett Foundation
Benita Sommerfield, Cambridge Books

The panel generally reviewed proposals for the promotion and development of better relationships between service providers, to include increased/heightened corporate-traditional activism, as well as CBO-community linked development.

Jean Hammink

Issue: Linking Corporations to the Literacy Movement

Jean Hammink spoke quite explicitly on the present problems facing literacy, to include, linking resources and interests of the "company" to the literacy movement, as well as, the balance between current economic trends and social requirements regarding literacy. She indicated that only selected populations are usually served. Interests may prove to be too narrow. And finally groups served may not necessarily be visible.

It is important to develop pluralistic systems full of choice and variety to show traditional groups how valuable non-traditional units are. To expand community based and comunity oriented approaches to the extent that they serve a broader, more varied group. To further support support and promote "learner-centered" approaches as the model CBO format--this will interest the more achievement oriented donors. In addition, coordinate literacy as to the extent that it is related to and representative of other social/community issues and area where corporate givers are likely to support. And finally highlight the political issue that literacy represents and sell the economic development facets of a literacy program.
Traditional corporate charities prefer mostly voluntary programs--both instructor and learner. Needs based instruction fosters the development of human potential-local economic development.

Community Oriented programs are generally highly responsive to community needs. The organization should make their primary focus on empowerment--focus on developing basics, needed skills. Awareness and sensitivity of and to community needs in general should be emphasized.

To achieve the greatest amount of support, the organization seeking funding should establish effective "networking" channels from funders to program; establish effective channels of communication between funder

and CBO; Coordinate and cooperate with other CBO service providers; share contacts and connections; and finally coordinate and cooperate with other CBO service providers by sharing ideas and resources.

Take advantage of current private sector activism--learn from their interest in economic development. Educate the funder on what you do and who you serve and how you can help achieve their overall goals. And finally, work with funders who are receptive--help them out with achieving their goals and they will help you.

Christy Bulkeley

Issue: Developing a new corporate funding program around literacy needs

Christy Bulkeley spoke quite specifically on improvements that Gannett has, and intends to make conerning its funding programs. In addition, she alluded to the fact that she would like to see Gannett viewed as a model funder in the near future.

Understanding/awareness of literacy program needs has been developed--programs now need to be more targeted according to recipient needs. Funding for literacy will double to an amount of $.5 million - $1 million. Earlier announcements of available funds, more opportunities to receive, and later deadlines should be pursued. Greater/broader review of the Gannett "community" prior to funding will access enlargement of funding scope.

As a funder, Gannett would like to enhance its scope by being more receptive to the needs of groups. To be more flexible, and less bureaucratic in carrying out missions; to show willingness to work with recipients--very positive developments from better communications; and to be more equitable by having a greater time frame to give everyone an equal chance at funding.

Benita Sommerfield

Issue: Role of CBOs in Adult Basic Education

Benita Sommerfield spoke about advantages that local CBO educators realize from being more in touch with the communities they serve, as opposed to, the disadvantages that business-like institutionally based Adult Basic Education (ABE) Programs realize in the same transaction. Community Based Organizations have a number of advantages: they are closer to the student regarding community placement; closer to the student regarding needs assessment; have a better understanding--better performance overall. In other words, "Because they are in the community, CBOs do things that institutional ABEs can't do."

A good definition of tasks and objectives is important at this time to help ABEs develop a more thorough role. In addition coordination with state and local programs help them develop and analyze needs more effectively. And finally packaging and documentation or work demonstrate to ABEs what they need to do.

Greater visibility can help legitimize the CBO. Visibility can help the CBO raise funds more effectively which will result in more aid to the community served.

Panel Conclusions

1. Literacy terminology needs to be modified--negative phraseology/ references must be discarded.

2. The role of the CBE must be distinguised from that of the CBO.

3. Traditional funders must be educated and made aware of the value of CBOs.

4. The effectiveness of CBOs must be quantified and documented. Positive attributes must be played up.

Economic Development

Moderator: Gardenia White, Institute for Community Education and Training (ICET)
Panelists: Whilhelmina Perry, Graduate School for Community Develop.
Nancy Robinson, Dungarvon Development Commission
Michael Chapman, Native American Educational Services
Rona Feit, National Congress of Neighborhood Women

Gardenia White gave a brief overview of the focus of the panel--the intergration of education and economic development in programs that link individual learning and growth to community-wide development.

In addressing this general issue, the panelists were to give specific methods that their organizations have utilized in the advancement of community based education.

Wilhelmina Perry

Wilhelmina Perry discussed how she and Antonia Pantoja went to Puerto Rico to initiate a network within the community which was based on community economic development.

The basic factor in the establishement of this coalition was the fact that the community initiated the process of collective economic development.

The community invited them to participate in various activities. In addition, community persons extensively inquired as to their background, and motives, thereby establishing some viability to them contributing to this community.

One example which Wilhelmina pointed out was that at the onset of a hurricane, the community alerted them to specific actions which they should take--to gather together with other community people in an abode

which had been established as "safe and protected." Through these community "ties" Wilhelmina and Antonia were able to gain trust and respect, thereby establishing themselves as "true" residents of the community. This method reassured the community that these "outsiders" had a vested interest in the community.

Nancy Robinson

Nancy Robinson followed with a brief synopsis of her beginnings at Dungannon Development Commission. She started as a student of sewing at the Commission. At this time Nancy is Executive Director of Dungannon Development Commission, thereby personnally showing the true empowerment of non-traditional education. Nancy stated that a lot of the economic implications of her position are very new to her, however by participating in the ACBE membership she is learning quite a few mechanisms for handling situations which arise.

Nancy provided a clear description of the importance of linking economic development to education. She described the Dungannon Sewing Cooperative and stated that it started through a class on economics. People in the community had to first learn what coops were and how to run them before actually starting a coop. Pre-employment classes, she emphasized are critical to ensuring effective economic development.

Michael Chapman

Michael Chapman, NAES College, stated that economic development is a very important aspect in the mission of his organization.

Michael went on to say that Indian resources have always been exploited by non-Indian interests. Today, the best way to move toward economic development, utilizing natural resources, he said, is by community based inspired solutions. For example, at NAES College's satellite program at Fort Peck Reservation the entire curriculum is based on the resources of the tribe. It is the tribes responsibility to ensure their future in a culturally relevant process.

Michael concluded by saying that community based approaches work because it is the community initiating them and therefore serving their own best interest in the economic development activity.

Rona Reit

Rona Feit, discussed how her organization used real estate via economic development motives to establish themselves in the community. Empowerment was a direct result of involving the women in the community in not only the learning process but the teaching as well.

Economic Development

Moderator: John Zippert, Federation of Southern Cooperatives
Panelists: David C. Rice, Cooperative Assistance Fund
John Block, New Hampshire College
Nancy Donovan, Local Initiaties Support Corporation
Tom Miller, The Ford Foundation

John Zippert opened the session by stating that a major objective of this panel was to respond to the economic development panel of that morning.

David Rice

In carrying out the mission of the Cooperative Assistance Fund, David Rice states that an important mechanism is to invest in areas of low-income. A common thread in all areas of economic investment is to not impose economic development on the community. It should also be emphasized that the community should not solely depend on original sources. Local banks should be investigated for economic stability.

John Block

John Block stated that he had been involved for 5 years in demonstrating how educational programs relate to community based economic development. By establishing this John believes that it will lead to the discovery of the history of the community.

In addition to the above, New Hampshire College has programs in the following areas: (a) microprocessors; (b) resources and funding sources; (c) bookeeping; and (d) small manufacturing programs.

Finally John Block mentioned that no other postsecondary institutions in his area are doing community based economic development.

Nancy Donovan

Nancy Donovan said that her organization started with seed money from the Ford Foundation, then others came supported the original budget of $10 million. Now they have $88 million.

Money goes to community development programs primarily. There are a total of 365 groups which have received this funding. The primarly goal is to target this money to community development organizations to improve communities and to increase their overall viability. This funding will take the form of loans and technical assistance and seed money. The organization operates out of 26 areas. In each local coporations and foundations are asked to raise funds for the project and then LISC matches the funding. This is an attempt to build up community development groups, expand their funding base and try to get coporations and foundations to pay attention more to community development efforts.

Tom Miller

Tom Miller spoke on the linkage of community based educational institutions to community development. This linkage is the result of research much more than pure advocacy. Research however can lead to advocacy.

It was pointed out that community organizations can learn very much from using experts, however do not let them run the project. Select industries that are major players in your area. In addition plan 10-15 years of overall development.

If Enterprise Development is going to work the community based organizations must learn whether what they are doing is effective. This can take the form of documentation, research, evaluation on whats wrong in the community, what is not wrong and possible role for CBEIs in the programs.

The major areas of interest in trying to establish linkages between community development and community based educational organizations are advocacy, research, documentation and evaluation of possible ways to create these linkages.

If a community wants to get involved in enterprise development the following questions should be addressed:

1. What is the overall goal of the organization?
2. Who do you want to benefit?
3. What is your institution's strengths--what foundations exist to build on?
4. Where is the action already in your community--industries?
5. What are various blocks to accessing these assets?
6. What allies do you have or can get--banks, hospitals, other CBOs.

Tom Miller pointed out that community organizations should be willing to take risks.

Strategies are very crucial--this emphasizes what gives you reason to believe that your particular project will work.

Finally, you should demonstrate to the funding source how your project is in their best interest.

PLENARY SESSION

Building Self Reliant Communities

Moderator: C.P. Zachariadis, ACBE
Presenters: Sue Maes, University for Man
Hubert Sapp, Highlander Research and Education Center
John Zippert, Federation for Southern Cooperatives
Pablo Eisenberg, Center for Community Change

The session was opened by ACBE Executive Director Chris Zachariadis.

Sue Maes

Sue Maes spoke of her work with the University for Man (UFM) for the last seventeen years in Manhattan, Kansas. She described how the initial feelings of the communities in this area was that they didn't need help. UFM was formed on the campus of Kansas State University to support more student rights and developed into an organization which later moved into the community.

Sue remarked how the organization became empowering when it refused to seek outside staff but chose to hire from within the orginial founders. In time UFM had developed a women's center, organized around the draft, developed a food coop and farmers market within the community and became a source to organize over 50 rural communities.

The present farm crisis in the Midwest and their independent thinking has caused many to pull away instead of pulling together. Sue suggests that the CBE should examine ways of pulling the communities together in order to lessen the effects of the present crisis.

Hubert Sapp

Hubert Sapp described ACBE as a self-reliant community. He commented that ACBE was self-sustaining and that its members support and nourish each other as well as recruit and reproduce new organizations.

He added that as part of being a self-reliant community ACBE needs to realize that community education is a movement and that there is value in preserving small and rural communities. The ACBE community can be looked upon as a tribe. It has a specific existence in a specific place with a particular group that is concerned with the roles of the sexes, youth and education.

In focusing on the future of the movement and ACBE, Hubert began by commenting on how one must assume the conditions in this country won't change. Given this one must look at what has to be done in each community and how one must change the roles and perspectives of the Movement within that community. New ways of doing things need to be

found. A shift in economic development needs to ensure cultural, institutional and educational survival and in dealing with adult education one needs to be concerned with the survival of mother and children within the community. We need to maintain where we are before going on.

John Zippert

John Zippert began by giving an overview of the present situation in several counties in Alabama. He then spoke of ACBE which was formed to assure that those who weren't served or weren't served well by traditional mechanisms of education and development get the benefits they were entitled to. The founders wanted a large, national, multi-racial coalition that could raise some of the issues that we were concerned with in a better way. ACBE has been successful with this in some ways. However, he expressed some concern with the number of ACBE members that ACBE has had. He felt certain that a goal of 500 members could still be reached provided the organization took on a curriculum which would educate the people.

This education process would involve talking to people about the injustices and inequalities present today and the effect of these on the community. Talking would also be done on how to come up with answers to the many questions that people have about policies in this country. Other community development organizations would have to be reached and told of the benefits of becoming part of the ACBE network. Without this effort, one can not call community based education a movement.

Pablo Eisenberg - Respondent

"I am delighted and honored to have been invited to speak with you today, to share the podium with such a distinguished group of panelist whom I've followed and respected for many years. I think that congratulations are in order at this 10th Annual Conference of ACBE. We are delighted, not only at the Center, but as an organization who are similarly devoted to the least advantaged in our society, for the continued commitment and development and strength of ACBE. It's a testimony to the future that we have in ACBE that is not retrogressing but is progressing and showing increasing signs of strength.

What I'd like to do today is not dwell on the past but to focus on the real crisis that faces the grassroots movement. A crisis that is often played down by some of us who don't want to admit that we're in trouble and also by the donor community that loves to believe and wants to make everyone else believe that everything is rosy and their policies are really addressing the issues and after that to take a look at some future strategies that aren't certainly definitive but that may in fact help to rekindle that spirit that was once so strong in the grassroots community and to begin to address much more forcefully, in a rather antagonistic atmosphere, those issues that can't be forgotten and to move ahead.

There is a crisis. It just can't be denied no matter how much we all tend to play it down. We look around us and we see the signs all over. One of the issues is diminished resources. We find that the federal

government has blocked off an enormous amount of money that's gone into nonprofits. We find that the priorities of foundations, corporations and the United Way, despite all the rhetoric of private sector support, has not increased. In fact, one could argue that for the bottom quarter of this country, those resources may in fact be diminishing. We look at the fact that there are a large number, hundreds if not thousands, of community based organizations, community initiatives, that have been terminated. That have had to close shop in the last four and five years. That have, in fact, by their closure, diminished the voice of concern and advocacy on the part of poor people, on the part of disadvantaged constituencies. And we know we are in trouble. We are also going to have to take a look at the nature of government and see that the federal government, state government and local government are no longer the protectors of the rights of individuals, particularly those who need that protection most. That in many cases, those governmental institutions have become mild if not tough oppressors. And so we have a change of roles of government that we have to deal with directly.

Perhaps most serious is in the grassroots community we have to face a lose of vision and integrity. We have learned to accommodate. With the rules being those that we have not set but which conservative administrations and in fact some in the liberal community have set for us. And we have accepted those rules. We have accepted the notion, in some measure, that economic development, the way its defined for us, self-sufficiency, all we have to do is to do income generating businesses that would be involved in a little housing here, a little commercial development there, an industrial park there. Employment is the answer to poor people's needs. And we have, by in large, in desperation, felt that. Despite our better understanding, when we think clearly, that that's a limited strategy. An important one. but a limited strategy that will not, in fact, improve the rights and opportunities of poor people throughout this country, who are indeed of the working in this country. But that can in fact, only be a mild placebo or vallium or however you want to call it.

We have forgotten the old strategies, that did work in the past, because we've been under attack by those that say everything that has gone in the past was wrong and we've accepted alot of that nonsense. We've forgotten how to organize. And so have the unions. So have alot of other people. We've forgotten that constituency and people are power. We have forgotten how to use that, because that's no longer an accepted strategy. Confrontation is out. The sixties didn't produce much. If we only go the negotiation route, the accomadation route, the economic development route, we've got the answer. And that is a very, very tough bind we're in. In addition, community based initiatives are finding that they have to adopt many, many roles that they never had to before. Single purpose organizations are under pressure to become multi-purpose organizations, at a time when resources, staff, energy supports are increasingly needed. It's no longer possible just to do housing or just to do community education or just to work on health issues because the overwhelming needs are to address a multiple of issues including ensuring public accountability of local and state government, ensuring that economic resources, the total resources are distributed equitably, including addressing the political rights of constituencies, including

traditional economic development, including stop sign organizing. That is a major burden that has been imposed on institutions on the grassroots level that do not have the capacity or find it hard to have the capacity to do that anymore. And that's an enormous pressure and it's a tension that we see operating on grassroots organizations throughout the country.

And, finally, we find that that type of pressure, the decentralization of government, the lack of resourcers, the enormously increased competition on private sector resources, all these factors have begun to expose the weakness of community based institutions that were not as evident before and which community groups could go with and manage to exist and to thrive despite them. If there's a real danger beyond those issues that I mentioned before, to the community based community, grassroots community initiatives, that danger is our impulse for self-destruction. You've all heard the Jules Pfiffer quip that 'We have met the enemy, and it us.' That is very true in the grassroots community now as it is in true in the nonprofit sector as a whole. Incompetence is right. A huge number of grassroots organizations, as well as establishment nonprofit organizations, have been and continue to be totally unaccountable. There is little public information. There is little board accountability. There is in fact nothing that we aren't trying to insist the government has to be about and philanthropy has to be about and yet we don't do it ourselves.

Boards aren't functioning well. Some boards exist only on paper. And thereby the very leadership that should be being created is not being created in many institutions throughout the country. Executive Directors have become little petty tyrants: unaccountable to boards; afraid of bright staffs; resting on their laurels; not doing a job that they want to do. And worse of all we have the institutional and individual egos and terf consciousness that prevents cooperation, prevents coalitions which are essential strategy these days. And creates sort of 'me tooism' as a reflection of the general values of our society now. And so institutional survival becomes paramount when collective action should really be necessary. And I say that, because it's not a popular thing for us to admit. We've always criticized the establishment world, our funding sources, as being lacking in institutional integrity and competence and dedication. Well, we have to look now harder at ourselves. We have to put the mirror to ourselves and look at what we find. And, very often, distasteful as it is, it is not a pleasant sight.

I think those signs are there. It is a true crisis. And yet despite all that, as many of you know there is an enormous amount of local energy at the local level. Energy that is being tapped. People willing to work. People who know that now under decentralization and the withdrawal of government from the protection of our constitutional rights, that they are going to have to get a job. And that's the hope of the future. And that's the reason why you're in business and are doing an extraordinarily important job. So, what will we have to do to address those critical points I think that many of us see out there?

First of all, we're going to have to ensure that grassroots initiative, grassroots organization, are sound, have integrity and have the type of

vision that goes beyond their local agenda, going beyond their original purpose and encompasses the needs of the total constituency that they, serve. They're going to have to have tough boards. They're going to have to have good leadership. They're going to have to have help. And I see community based educational institutions providing an enormous assistance by maintaining and helping to maintain the standards and values for which grassroots organizations were originally instituted. Providing the technical resources that grassroots organizations are going to increasingly have to have: technical; fundraising; buffers; conveyers, that type of assistance which is so necessary and which not only community based educational institutions but establishment educational institutions ought to claim and should not be let off the hook. Because if we look at the universities and colleges throughout this country we see institutions that have produced less and provided less help to the disadvantaged communities than almost any institution in this country despite the fact that they are the most heavily subsidized institutions from government, federal state and local of almost any institution in this country. So the heat will have to go on those institutions and I think we have a role to play in putting the heat on them.

I think we're also going to have to tell ourselves that the old strategies, many of them do work and that new strategies also have to be used. Can you imagine a world championship boxer being told to get in the ring and saying, 'Gee his left jab wasn't so successful in the last three fights, so he better give that up and develop a new punch.' The good boxer is the boxer that adds a whole range of punches and can use them as he sees fit tactically and strategically. That's the same thing as community based organizations. And we can't allow ourselves to be told that organizing for power, organizing for a strong collective voice, is not an effective strategy. It worked in the fifties. It worked in 1890's. It worked when the unemployment communities in the 1930's led to social security. It's going to work in the 80's and 90's. And so therefore, I think we have to be ready to use a whole group of strategies and not buy the rhetorical can't of both the liberals and conservatives that all the strategies of the sixties won't work. That's nonsense, we know it and we have to annunciate it."

I think we also need to have a redefinition of economic development. We cannot accept the definition of economic development that the current Administration and most of the funding sources, good as they are in this country, have set for us. And that is the definition of economic development, getting your small businesses and minority businesses into place, that is economic development. I don't mean to say that that's not an important part of economic development. It is indeed. And economic development and bricks and mortar is something that must be pursued. But when you look at the totality of economic resources in this country, it is a small part, 5% maybe, of what real economic development is. To me and to some others, economic development is the issue of how the total economic resources in the community are allocated. Who gets the benefits? Who makes the decisions? That's economic development, and when you talk about dollars. When you look at how much money goes into bricks and mortar economic development done by community based initiatives, and compare that to the billions of dollars of public subsidies that are being

spent in this country from tax evasion to community development block grants, all those public subsidies we're talking 30 or 40 billion dollars, traditional bricks and mortar economic development is peanuts. When you look at the major economic resources in this country, namely how credit is allocated. How banks and other institutions give their money--we're talking hundreds of millions or billions of dollars. That's big bucks. That's real economic development.

So that, in fact, community based initiatives and organizations are going to have to look at economic development beyond bricks and mortar. It's an issue of economic development for which many donors don't find a kindred sympathy. But that's important. And when you look at organizations like C.O.P.S. in San Antonio...you find an economic development organization that has generated over 200 million dollars for the poor West side Chicanos in San Antonio, and they have not laid one brick and they have not applied any mortar. But they have used their muscle, their power, their research, their negotiating ability to pursuade the institutions of government to reallocate that money to those communities that deserve the money that are the targets of those programs and that needed it the most. Now that's real economic development. But that's not considered a Community Development Corporation. That's not considered a bricks and mortar outfit, and yet its just as much a legitimate economic development vehicle as any other in this country. What I'm suggesting is that there is a dual strategy--there is economic development through bricks and mortar and there is an economic development in monitoring, negotiating and pushing the decision making in economic resource allocation to rechannel resources to those who really need it most in this country. And that's a task for community based institutions and organizations beyond bricks and mortar. The two going together could really try for the first time to have a mechanism that is fair in the allocation of big bucks. Without that reallocation, without that more just and social division, we are going to continue to have what we're beginning to have is a two tiered economy, in which economic recovery goes to 75% of the people and economic depression goes to the other 25%. Not even a trickle down.

Let me mention self-reliance and self-sufficiency. Another illusion, by and large created by those for whom it is a simple answer. And there are many donor institutions, particularly corporations, who not only would like to see community based initiatives recreated in their own image, but also want a hook on which they can say, 'Gee, if you're not self-sufficient, you're therefore a failure and we have no responsibility or obligations to you.' In short, a lot of the self-sufficiency argument, whether it's conscious or unconscious, is another let's blame the victim. And the reason I say so is because when you look hard at self-sufficiency, combined with a little integrity, and some of the internal variables which we tend to loose sight of these days, we find that relatively few institutions that are grassroots, that have a mission to empower and to increase opportunities in education of disadvantaged communities, have any real substantial chance of self-sufficiency if they're going to honor their mission.

Now that's not to say that there shouldn't be a movement towards the better guarantee of financial support. That there's not some organizations that can't become self-sufficient. Or that many grassroots organizations can't find some sort of income generating business that will help them. But to try to insist and to accept that notion that grassroots organizations and initiatives can be self-sufficient is, in fact, to accept the rules of the game by those who don't have much interest in the grassroots community. And the funding sources are loving it. It's an easy way out and it's an easy way for them to say, 'We don't have to change our priorities to meet changing community needs.' And I think we really have to stand against that sort of nonsense and illusion that's being perpertrated today.

The final point which this leads me to is that if self-sufficiency is not a serious possibility, how are we going to get the resources that we need? And I don't think any of us have a very good answer to that. There is clearly one thing that stands out for some of us and that is that there will not be a change in the way private sector philanthropy operates unless there is pressure from us on the donee side. Unless the consumer movement in philanthropy gathers momentum, and begins to demand that there be greater equity and access in philanthropy. The donor community, by in large are 'beggars.' Honor thee before those who despence money. And I submit that is the wrong way to go about asking for money.

There has got to be a partnership because, in fact, the donor community depends just as much on donees as we depend on donors. And a partnership has got to be established. And respect is going to be more effective then your being loved as an easy target by foundations and corporations. Some of the toughest community organizers that you and I know, turn to jello when they have to face a small private foundation. They will bring down governments, they will bring down insurance companies and when they have to face the XYZ Foundation, they are paralyzed. That doesn't have to be so. What seems to be important now is that they're going to have to be organizations that parallel the National Committee for Responsive Philanthropy at the national level at the local level. And there are going to have to be organized strategies that will put pressure ont he United Way, on foundations and corporations to alter their patterns of giving. That's going to be tough. And some local organizations are going to have to take risks on behalf of everybody, but it has worked.

There there are now a growing number of alternative federated funds, women's funds, black united funds, health funds, environmental funds, that are beginning to challenge the monopoly of solicitation at the workplace of United Way. There are a number of organizations that have banned together to take a look at how foundations operate, how corporations give you money and to put the squeeze on them. That I submit is going to be a terribly important strategy and it's going to have to be done collectively, and it seems to me the community based educational institutions, with their more establishment friends and allies, are going to have to play an important role as a conveyer, as a legitimator in that process of putting the squeeze on funding sources."

WORKSHOPS

Fundraising Strategies and Planning Workshop

A pre-conference, all day, fundraising workshop was sponsored by ACBE on Tuesday, October 22. Kathleen Kolhoff, of Flaming Rainbow University facilitated this session.

Workshop activities included a series of video tapes for viewing, developed by David Bauer Associates (Fundraising Consultants) on fundraising techniques. Complimenting these tapes was additional information on techniques provided by Kathleen.

Workshop topics included the following:

- Motivation and Organization for Fundraising
- Developing and Improving Proposal Ideas
- Choosing the Correct Grants Marketplace
- Needs Objectives and Methodology
- Private Funders/Corporate and Foundation Funders
- Proposal Writing Exercise

Also during the workshop, Joan Eads of ACBE, shared with the group a draft of a new edition of the Fundraising Planning Guide (formerly titled the Fundraising Planning Kit) for their review and comment. She said that the Guide will be completed and made available in January of 1986.

A follow-up two hour workshop on federal fundraising strategies was facilitated by Kathleen using the video tapes again on Friday, October 25.

The workshops were made possible through a grant from the Exxon Education Foundation.

For more information on viewing the fundraising tapes mentioned above, contact Joan Eads at ACBE.

Racial Scripting and Sterotyping

Leader: A. Jack Guillebeaux, Federation of Community Controlled Child Care Centers of Alabama

Jack Guillebeaux began the discussion group by stating two types of racism: individual racism and societal racism. Recently in Alabama, Jack noticed that there has been no reaction to the Reagan Administration's cutbacks on human services. The general public in Alabama did not respond because they felt they had no sense of responsibilty to respond.

In light of this, Jack feels that one has to be clear about their attitudes and realize that how we feel and how we develop strategies are based on our attitudes. Where are our attitudes created? He offered the following points for discussion:

Historically, the Women's Movement raised similar questions that the Civil Rights Movement is raising now. However, women were the majority, where as Blacks are not. The most critical issue in the Women's Movement was the women changed their perception of themselves. The same needs to be accomplished by Blacks. Blacks are the 12th largest power in the world and could cause world wide economic change.

Some of the difficulties that are hindering Blacks is the middle class and upper middle class Blacks are too comfortable to bring about this change. Also causing a problem is that before one can deal with racial and class scripting, one has to admit that racism and classism is an integral part of everyone and therefore it is supported by everyone unconsciously.

To combat this, Jack suggests that each organization has to train their staffs to conceptualize their emotions and racial convictions and their unconscious/conscious actions. How do community based organizations form strategies based on these givens of unconscious inbred racism and stereotypes?

The first step is to make these things conscious. Address these feelings. Secondly, examine the different racial attitudes and bring them to the surface. If on an organizational level these areas of stereotyping and racism are not dealt with then those trying to stop oppression become the oppressors because they are functioning with the oppressors' rules.

To accomplish bringing these attitudes to the surface:

a. recognize a resources is needed
b. address it as a problem that needs to be defined
c. objectives to solving the problem

    1. perceptions
    2. visions
    3. responsibility

Most visions that people possess are nonmaterialistic and most of the issues that they have to deal with are materialistic, Therefore, attitudes have to be taken in the context of the issue, they cannot be isolated.

Jack warns that the process is slow, however, it works.

WORKER OWNERSHIP

Leaders: Fred Broadwell and Wes Hare, Twin Streams Education Center

This workshop was to acquaint the membership and other interested parties with techniques on worker ownership in various community settings.

Wes Hare, as leader, informed the group initially of his work in Nicaragua dealing with farming cooperatives.

The underlining premise of the workshop focused on the thought: "Understand the nature of the alligator before you jump into the swamp".

Wes defined his definition of what worker ownership was, which was direct ownership of the cooperative by the workers involved with the various projects.

Alice Paris of the Federation of Southern Cooperatives stated that the Federation's definition was somewhat different, in that the actual workers served as "middle man" in the cooperative venture.

It was also pointed out that the establishment of a cooperative was based very heavily on locale. For example in Philadelphia supermarket workers decided to become a collective (union), PACE, however in the south and the west farming cooperatives are more prevalent. Raj Ramaiya of Stockton Farmers Cooperative in California pointed out the cab drivers and painters in Sacramento unionizing.

John Block, New Hampshire College, asked the question how do a group of workers wanting to form a collective acquire the initial capital. Maybe if the workers are "educated" in the establishment of such a venture they can tap various sources at their command, (e.g. banks, credit unions, etc.)

The hardest problem is not where to get the money it is ensuring that the workers have enough faith in themselves to utilize their resources to their best advantage.

The Experiences of Program Participants

Moderator: Michael Fox, Push Literacy Action Now (PLAN)
Leaders: Theodosia Robinson, PLAN
Brenda Stafford, Adult Learning Program, Urban Studies Center
Wanda Duncan, Dungannon Development Commission
Cynthia Lawrence-Wallace, Western Institute for Social Research
Jan Costello-Gross, Sojourner-Douglass College

Prior to this workshop panelists were asked to consider for discussion their educational experience at a community based educational institution, and to compare it to other educational experiences they have had in the past. Their comments were as follows:

Theodosia Robinson

Theodosia said that her experience at PLAN has been very positive, particularly because at PLAN she learns at her own pace and it has helped her to reach out to people in her community. As Theodosia stated, participating in PLAN's program, "helps me communicate with people in the community who are hiding their problems."

She also talked about how the program has contributed to her sense of self worth and said that she felt now she can do anything she puts her mind to.

Finally, Theodosia felt that if she had not discovered PLAN she would still be searching for a program that she could feel comfortable in--determined to learn at her own pace and to meet her own needs.

Brenda Stafford

Brenda started at the Adult Learning Program (ALP) two years ago, she said, at a 4.5 reading level. Today, Brenda continues her studies at ALP but also is a Volunteer in Service to America (VISTA) at the ALP and presently reads at the 10+ reading level. As a VISTA for the ALP, Brenda talks with potential participants in the program.

Brenda discussed how her adult educational experience in a traditional setting was a failure in that the traditional system failed her. When she returned to school, after leaving at a very young age, she said, she was placed in a 10th grade level class without being tested and was not given the chance to learn at her own pace. Feeling frustrated from the experience, she left the class and searched until she found the ALP.

Brenda stated that she thought perhaps one of the reasons she came to ALP was because it did not have the word "literacy" in the name of the program. She feels that the term "illiterate" is a poor word to use in describing adult students and that it makes "people feel they're not part of society--and that they are stupid." The word, she suggested, often keeps people away from programs and programs need to be more sensitive to this issue.

Finally, she discussed how she feels a part of the ALP, that she has ownership in it.

Wanda Duncan

Wanda participates in the community economic development efforts at Dungannon Development Commission (DDC).

She shared with the group a brief personal history. After graduating high school in 1970 she went to work in the local sewing factory. The factory. soon after, burned down and she then became involved in re-building the factory, but this time turning it into a community sewing factory. Her expertise as a former factory worker was invaluable to DDC, which, with her participation, trains local people to become a

part of the community sewing factory.

Wanda said that she felt the training aspect of the project is critical because it brings people together and it offers a model to other surrounding communities.

She believes that without the positive catalyst that DDC provided she probably would have had to leave her community or she would be "sitting around doing nothing."

Cynthia Lawrence-Wallace

Cynthia told participants that she received her Master Degree from Pepperdine University, but it is at the Western Institute for Social Research (WISR) that the real learning for her takes place. Her traditional experience has left her feeling what she was learning was not functional. And that traditional institutions make students take "required courses, whether needed or not, earning credits needed piling up," to graduate.

She presently works with parents with no or low level reading skills and/or have problems ensuring their children receive quality education. Her work takes her into intervention with school districts that low track minority students and she helps students realize they can, in fact, learn.

The value of WISR, Cynthia said, is that it is a self-directed program, a program of learning and teaching together and supports a person's experiences in their community.

Finally, she said, that if she had not discovered WISR she probably would be in a traditional setting of higher education, but not doing what she wanted.

Jan Costello-Gross

Jan explained why she first began attending Sojourner-Douglass College(SDC). As a working single parent her amount of free time was quite limited and SDC offered a curriculum she could find time for. All of her classes are at night and on Saturdays--catering to the adult working student. She now feels a part of SDC's family unit and has grown academically and personally.

In addition to the flexible hours SDC offers, the difference of SDC to traditional institutions to Jan are many. SDC, she said, has enabled her to become assertive, desiring to interact with others and accepting and meeting challenges. She attributed these positive aspects to SDC's commitment to encourage students and community people to be decision makers at SDC.

Presently, she is running a thrift shop at SDC. This experience meets the requirement by SDC for all students to do an internship. The thrift shop, she explained, gives her hands on experience and is also, "giving something back to the school."

Mike Fox closed the session by drawing some conclusions as to what are some key elements that make community based educational institutions so effective, based on workshop leaders' comments. These elements include, the feeling of "belonging to a program," community people helping community people, program participants share in the program planning and implementation and the notion of everyone is a learner and everyone is a teacher.

Leadership Training

Leader: Irma Castro, Chicano Federation of San Diego County

Irma Castro, Executive Director of the Chicano Federation of San Diego County, shared with workshop participants the Federation's model of their "Leadership Training Institute" (LTI).

The goals of LTI are, "to promote increased participation of Latinos in the development of public policy; disseminate leadership skills among the Latino Community; and to strengthen community leadership which is effectively responsive to the needs of Hispanics." (From a LTI brochure Irma passed on to the workshop participants).

The program, she explained, is for thirteen weeks with participants meeting once every week. Certain restrictions were imposed on participants, including a dress code and punctuality was a requirement for continued participation.

Curriculum for the thirteen week training included the following topics: Introduction to LTI; Raza History and Leadership; Leadership Concepts; Effective Writing, Analysis and Public Speaking; Management and Administration; Impacting Governmental/Public Sector; Effective Uses of Media; Public and Private Sector Board Roles and Responsibilities; Keys to Organizing the Chicano Community; Dynamics of Living in a Border Community; and a Look to the Future.

Volunteer speakers/presenters met with the group each week on the various topics.

Irma pointed out that the group approach of this model was quite effective because the group worked together in problem solving exercises and began to see leaders emerging from within the group itself.

Selections of participants was done very carefully, she discussed, and included interviews, resume reviews and a requirement that all participants make a commitment to be involved in their communities in some leadership capacity, such as serving on boards. The careful selection process, Irma felt, was the reason why retention was so good in the program, with only two participants dropping out. Approximately twenty people participated in the LTI.

To run the program again, she said, it would require two full-time staff members working on it.

A lot of enthusiasm as to the specifics of the LTI arose from Irma's presentation and the remaining portion of the workshop focused on more detailed "how to" questions and discusssion.

Colleges: Financial Stabilization

Leaders: Andrew Jones, Sojourner-Douglass College
Carlos Plazas, St. Augustine College

Andrew Jones opened this discussion by generally going through the ways a community based college usually acquires funding and by suggesting how, through a budgetary process, they could remain stable financially.

1. Most Community based colleges rely on enrollment and income through tuition.
2. More conventional stabilization methods used are retrenching.
3. Mergers with other institutions also aid in financial stabilization.
4. Fundraising and entrepenurial ventures bring in revenue.
5. Increasing enrollment thorugh:
   a) attractive programs and courses
   b) sophisticated marketing-you have to spend money to make it.

In maintaining a budget, Mr. Jones suggests the following:

1. Have a Cost Control System--functions should all be accountable.
2. Management should practice Broad Based Decision Making to include input from students, the community and the administration.
3. MBWA--Management 'Bout Walking Around--knowing what's going on at your institution.
4. KISS--Keep It Simple, Stupid.

Carlos Plazas supported all the points that Mr. Jones brought out and added that in bilingual education there are three procedures that have to be done to stabilize the institution before it will become somewhat marketable.

1. Obtain State approval in order to be eligible for state grants.
2. Obtain accreditation to be eligible for Federal grants.
3. Get the media involved.

Information Systems: Management and Applications

Leaders: Sheryl Harris, ACBE
Ellen Tichenor, Community Women's Education Project

Perspectus

The realm of Information Systems Management is a new edition to the ACBE Conference. What better time to introduce this area of interest than when we are reviewing the past ten years of ACBE.

This workshop included a presentation on ACBE's capacity to disseminate, analyze, and collect information as well as ways in which other organizations could increase their own information systems management capabilities. Further, the workshop provided an example of what one ACBE member is doing with computers in the area of community based education.

Sheryl Harris - Informations Systems Management

Sheryl Harris presented the database capabilities in existence at the ACBE national office and the various ways these specific resources could assist ACBE membership. This resource facilitatation provides important information on ACBE membership as well as the following information management areas:

RIBAS: Resource Information Bank and Advisory Service

This database provides resource information dealing with vital programmatic areas of ACBE, including a) Funding Resources; b) Resource/Informational material on various members; c) Personal resource information; d) Basic membership referral service.

MISACBE: Basic Management Information System (Membership only)

This database provides resource information including: a) Name or organizaiton; b) Address of organization; c) Type of organization (based on areas of expertise and service); d) Contact person; e) and Membership status.

FUNDIR: Funding Resource Directory/Guide

This database provides resource information including all areas of fundraising assistance sources and contacts.

ISM: Information Systems Management

This database provides basic information management information including: a) What members have computer/information management capabilities; b) Who is the person(s) on staff with specific expertise in information managment; c) What is the "state of the art" in this area specifically pertinent to our membership; and d) ACBE's networking capabilities through its monthly newsletter the ON-LINE.

.COLINFO: Information on ACBE colleges

This database has not been developed, however it is anticipated that within the next year this information system will provide ACBE membership information on: a) Accreditation status of ACBE member colleges; and b) Listings and access to methodology of acquiring accreditation, including funding sources.

LITACBE: Literacy

This database has been developed, however information input into the system has not been accomplished. This system will give basic information on ACBE membership specifically dealing in the area of literacy.

Sheryl concluded her half of the workshop by commenting how ACBE must stay on the "frontier of technology". It is her sincere hope that ACBE will utilize technology in the future to enable it to carry on its most vital mission, "make available the acquisition of knowledge" to all of its members, thereby forming an "outreach system" for community based education to all of the communities who are in need of a non-traditional approach to knowledge acquisition.

Ellen Tichenor - Information Systems Management Application

Ellen began her half of the workshop by stating that one of the things that concern her the most in the utilization of computers by non-profits in the non-traditional field is their misconception that the computer will solve all of their problems.

She stated that computers, however can provide various functions such as networking, database management and basic membership information and manipulation.

An example which Ellen gave in the utilization of the computer in her community dealt with an outbreak of fires in the area. Arson was suspected. By inputing data on the specific location of the fires, and other information provided by various sources her organization was able to formulate a theory concerning the location of the fires.

This information was provided to the local fire department and inturn aided them in a more comprehensive investigation of the occurrences.

At this point Ellen pointed out that the collection of the data was done in a very effective and efficient manner, however the actual data input into the system was the most timely task. She went on to say that if you can access a computer database and thereby input information this does not mean that you are "computer lliterate." This point should be well understood by our groups who are just getting involved in computer technology.

Alice Paris of the Federation of Southern Cooperatives asked some specific questions concerning a database she had been working on concerning her membership. She had been a "self-taught" information

manager and wanted to inquire into how she could get resource information thorughout the ACBE membership to enable her to better serve her constituency. She also said that she would further inquire on information management information throughout the coming year.

Larry Mandell of Woodbury Associates stated that maybe the ACBE membership would better be served by the national office if the monthly newsletter on information management, the ON-LINE, could take a more rudimentary approach. All members of the workshop agreed.

It was further pointed out that ACBE should explore the possibility of networking throughout the membership through not only newsletters and phone correspondence but maybe investigate various methods to "hook-up" the available computer systems.

Because of time constraints the workshop was concluded, however various contacts were made along with the promise of all participants to keep in contact throughout the coming year.

Economic Development

As the result of the Economic Development panels on Thursday, several people got together Friday afternoon to continue the discussion focusing specifically on ACBE's possible role.

The workshop began with a discussion on the goal of economic development in the community--to generate a variety of resources in which local organizations might use and develop for their individual development purposes. Further, the goal of ACBE involvement could be the establishment of a resource base and a resource pool for the purpose of providing local community organizations with necessary guidelines and consulting services needed to achieve development goals.

Random general problems with the reagrd to the issue was discussed and included: questions of urban development vs. rural development; questions of priorities; how can we deal with intertwined relationships such as intercultural, modifications of economic development to cultural needs; and questions of identifying the appropriate resources.

Specific suggestions for ACBE's role included: 1) Pooling the expertise of currently available resources, such as the National Center for Economic Development and the Pennsylvania Association for Cooperative Enterprise; 2) Development of Community Based Extension Bodies. For example, the establishment of an extended body of ACBE that would primarily deal with the development of comprehensive assumptions regarding economic development plans. Further, the education, training and channeling would be handled through ACBE and ACBE resource specialists; 3) Development of Curricula incorporating the integration of values. Including ACBE taking local interests into consideration when developing curriculum and ACBE taking into consideration the educational needs that local communities have regarding economics; and 4) Development and Enhancement of Existing ACBE Resources including recruiting, training and development of ACBE resource staffers from within the ACBE network.

EXHIBITS/AUDIO VISUALS

One of the highlights of ACBE's 10th annual conference was the presentation of audio visual materials and exhibits by member groups.

Members brought photos brochures, films crafts, books, etc. That illustrated exceptionally well the work they do in their communities. Members displaying exhibits included: Alabama Council on Human Relations, Barrio Education Project, Bronx Educational Services, Burlington College, Center for Health Services, Chicano Federation of San Diego County, Dungannon Development Commission, East Harlem Block Schools, Federation of Community Controlled Child Care Centers, Federation of Southern Cooperatives, Flaming Rainbow University, Highlander Research and Education Center, Institute for Community Education and Training, Malcolm-King College, National Congress of Neighborhood Women, NAES College, Navajo Community College, Push Literacy Action Now, St. Mary Human Development Center, Spanish Education Development Center, University for Man, Urban Studies Center, West Alabama Community College, Western Institute for Social Research and Woodbury Associates.

Various audio/visual presentations were also made by members listed above throughout the conference.

In addition, the national office of ACBE had a photographic exhibit of its ten years in existence as well as publications and other documents covering the past ten years.

ENTERTAINMENT

Jane Sapp, singer, pianist and songwriter, performed an educational and cultural musical event on Thursday evening, October 24, in celebration of ACBE's 10th Anniversary Conference.

Jane, presently a staff member at the Highlander Center (ACBE member), had the audience singing and clapping in unison and sang songs from her album, "Take a Look at My People," as well as sang a new song she recently wrote about the Union Carbide disaster in Bhopal, India.

In addition to Jane's performance, the audience contributed their talents including an amusing poem written and read by Alice Paris of the Federation of Southern Cooperatives (ACBE member) on attending her first ACBE conference, and Kathleen Kolhoff of Flaming Rainbow University (ACBE member) read a moving article written by an adult literacy student that appeared in a recent issue of Push Literacy Action Now's (ACBE member) newsletter, The Ladder.

Two acknowledgements for contributions to ACBE were also given. John Zippert, Chairman of the ACBE Board of Directors received a framed "doodle" that he drew a few years back, and Chris Zachariadis, Executive Director of ACBE, received a placque of appreciation from the ACBE membership for his years of contribution to ACBE.

CONCLUSION

An important function of ACBE's annual conference is to shape the association's workplan for the coming year. This conference has been particularly valuable in that most sessions generated ideas and recommendations that will help shape ACBE's development. The following summarizes some of the priorities established for ACBE for 1986 and beyond at the membership and Board of Directors meetings that followed the conference:

- ACBE will seek to expand and broaden its membership in an effort to involve a larger network of CBEIs and to strengthen the movement of community based education;
- ACBE will expand networking and exchange programs with a bigger emphasis on regional meetings and conferences focused on visible and immediate community and programmatic needs;
- ACBE will strengthen its own capability to develop resources and provide services and assistance in the three thematic areas of the conference: community based colleges, adult literacy and economic development;
- ACBE will expand its resource information bank to incorporate programmatic-specific information and will promote exchanges and linkages among members with similar interests;
- ACBE will seek a greater role as an intermediary organization through expanded efforts in the Minigrant Program, the Scholarship Program and the Loan Guarantee Fund, as well as through the development of CBE material and curricula.

The above have been incorporated into ACBE's 1986 workplan and new support will be sought to make them possible.